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ABSTRACT

The inservice teacher education learning module described here is designed to increase the teacher's effectiveness in the use of lecture as an instructional technique and enable him/her to identify and implement the knowledge, skills, and situations necessary for communication in a teaching-learning situation. Information is provided here on the purposes and content of the module as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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ED167526

DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: USING LECTURE TECHNIQUES TO PRESENT INFORMATION

Publication Date(s): May 1970

Intended Users: Inservice teachers and school administrators who wish to increase their effectiveness of the lecture method

Grade Level(s): Elementary, middle and secondary

Number: Group

Primary Focus: Increasing the teacher's effectiveness in the use of lecture as an instructional technique; and enabling him/her to identify and implement the knowledge, skills and situations necessary for communication in a teaching-learning situation are highlighted.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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School subject(s) and/or in-service topic(s) covered:

The module is a total program of training covering the use of lecture as an instructional technique. This includes both informal and formal lectures. Informal is identified as situations where any informational material is given. The program covers appropriate content, format, characteristics of effective technique, evaluation, development and simulated programs. This module covers material appropriate for use in most classroom situations.

What participant does in using the materials:

The participant attends an inservice training program designed to teach lecturing techniques. This program will probably be a two-to-four-hour course utilizing lectures, instructions, pretesting, demonstrations, viewing films, evaluating films, group work developing lectures, taping individual lectures and evaluation, testing and follow-up material.

Resources:

The material developed by the program is intended mainly to be used as the resources of the instructor. This module contains the Instructor's Manual, two demonstration films and a participants' handout. The instructor must program the course and totally facilitate it. A sound 16mm film projector is required for viewing the films.

Describer critique:

The material is intended to refresh teachers and educators on the art of lecturing. Since so much of teaching is lecturing in either a formal or informal manner, it can apply to almost all of teaching. The course will be very dependent upon the individual who instructs it. When presented as proposed, it is a good coverage of lecturing methods.

presenting information (lecturing/discussion)

SP013 901

B. IN-DEPTH INFORMATION

Title: USING LECTURE TECHNIQUES TO PRESENT INFORMATION

Publication Date(s): May 1970

Intended Users: Inservice teachers and school administrators who wish to increase their effectiveness of the lecture method

Grade Level(s): Elementary, middle and secondary

Number: Group

Primary Focus: Increasing the teacher's effectiveness in the use of lecture as an instructional technique; and enabling him/her to identify and implement the knowledge, skills and situations necessary for communication in a teaching-learning situation are highlighted.

1.0 PURPOSES:

The developers give the purpose of this module in the following statements: "To increase the teacher's effectiveness in the use of lecture as an instructional technique and to enable the teacher to identify and implement the knowledge, skills and situations necessary for communication in a teaching-learning situation."

"The assumptions made by the authors of this project are that learning depends upon clear and articulate communication in language appropriate to the maturation level of the class, and that planning is the key to successful teaching. They further assume that the lecture method, if properly used, can be effective when used alone or as a part of other teaching strategies. This module is designed to demonstrate how these ends can be attained."

2.0 CONTENT — Scope and Sequencing of Topics:

The material is developed so that each of the specific skills or concepts fundamental to effective use of lecture techniques is accomplished. These include:

1. Introduction and instructions to participants,

2. Identification of appropriate content, format and characteristics of effective lecture techniques; assessment test on this material which includes - time element, voice and bodily behavior, verbal supporting material and visual support;

3. Evaluation of a filmed teaching performance,

4. Development of a written plan for a 15-minute lecture, containing all of the necessary elements covered;

5. Micro-simulated or audio-taped 15-minute lecture by each participant (effectiveness determined by the resource person or instructor and concensus of the participants); and

6. Posttesting on the material.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

The main inservice activity consists of the participant attending a training program covering the use of lecture as an instructional technique. This includes both formal and informal lectures which are identified as situations where any informational material is given. The program covers appropriate content, format, characteristics of effective technique, evaluation, development and simulated programs. This module covers material appropriate for use in most classroom situations.

3.2 Help given in use of product:

This module contains the Instructor's Manual, two lecture demonstrations, black-and-white 16mm sound films and a participants' handout. The material developed by the program is intended mainly to be used as the resources of the instructor who must program the course and totally facilitate it. A sound projector is required for viewing of the films.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Pre-assessment tests are given to evaluate the needs of the participant and to act as a measurement of achievement upon completion. Post-assessment tests are included along with a taped lecture performance evaluation by the instructor and participants.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

Administration of the module requires a resource person who has become well-acquainted with objectives, evaluations and activities to be achieved. The Instructor's Manual clearly presents this information. A room that will be adequate for instructing this class is necessary plus additional individual locations for small group simulations. The viewing of the two films recuires a 16mm sound projector. Each participant should have the consumable pamphlet containing pre-assessment test evaluation forms, etc. Sufficient time for this program should be allowed to include all of these activities, probably somewhere between two to four hours, depending on the size of the class and how many individual lectures must be presented and evaluated.

5.2 Distributor name/address:

Panhandle Area Educational Cooperative
411 West Boulevard, South
Chipley, Florida 32428
(904) 638-4131

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
USING LECTURE TECHNIQUES TO PRESENT INFORMATION (includes an Instructor's Manual, participants' hand-out 2 16mm films) Teacher Education Module III-2	$0.65	No	1 set	Yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Eleanor Scates is the developer; with the Alachua County Team assisting her in the first preparation. The present edition was prepared by the revision team of Dr. Margaret Wood (Stetson University) who acted as coordinator of of a group of three persons, including Dr. Donald E. Orlosky, University of South Florida; and Dr. Richard L. Ober, University of South Florida.

6.2 How developed and when:

The major objective of the 1969 Florida EPDA B-2 program was to develop individualized teacher training materials. The design of this module follows this product. The module was first prepared in 1969 and after field testing in 1970 it was revised.

6.3 Evidence of effectiveness with users:

The preface explains the development of this program as one among several developed for use in training projects under the Florida Department of Education. This material was field tested by the developer team and finally revised to its present form.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This material is appropriate for any individual who wishes to increase his or her communication techniques in lecturing. The material is adaptable to both formal and informal lecturing which is essentially a good part of most classroom teaching.

The technical quality is good.

Content accuracy/social fairness/community acceptance issues:

The total program states its objectives clearly and accurately develops them. The module follows the format developed with the accomplishment of a set of observable goals.

There is no evidence of race, sex or ethnic bias.

The material would be acceptable to all communities.

Overall summary/comment:

The intention of the producers is to demonstrate and instruct in the techniques of lecturing. This material is a very professional program which requires the guidance of an instructor who has learned the material and set up the program. His/her efforts and presentation will have a lot to do with its effectiveness. The nature of the material is such that some participants could find it not too entertaining and too structured. It does require the total attention and cooperation of all participants in the program. It is well-developed and-if presented as intended - could be a beneficial inservice program.

MCR/3-77